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LCD 322: Disorders of Speech

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Queens College, City University of New York
Department of Linguistics and Communication Disorders
Spring 2023

LCD 322: DISORDERS OF SPEECH
Tuesdays and Thursdays 10:45 AM-12 PM
Room QH 265H

PROFESSOR: Yael Neumann, PhD, CCC-SLP
OFFICE LOCATION: Queens Hall, Room 315-F2
OFFICE HOURS: Tuesdays, 12-1PM (By Appointment)
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A. COURSE DESCRIPTION

This four-credit course (three credits of lecture, and one credit of clinical lab) will provide information about the symptoms, etiology, diagnosis, and treatment of various speech disorders, such as stuttering, disorders of voice and articulation, and speech impairments associated with cleft palate, dysarthria, and motor disorders.

B. STUDENT LEARNING OUTCOMES

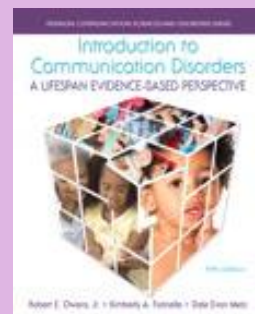
Students will:

1. Understand basic anatomy and physiology of the speech mechanism
2. Differentiate the symptoms and classifications of the various speech disorders, e.g. articulation and phonology, voice, cleft palate, motor speech disorders
3. Describe evaluation tools and therapeutic procedures that are available in working with the variety of speech disorders, e.g. articulation, voice, cleft palate, fluency, and swallowing
4. Understand the application of the various types of hi-tech vs low-tech augmentative communication systems
5. Obtain 13 hours of supervised speech therapy observation experience, as described below

C. REQUIRED TEXTBOOK

NOTE: This course is an OER/zero cost course. Please visit the QC Library E-Reserves for scanned copies of chapter readings needed for this class. The textbook used is:

Owens, R.E., Farinella, K.A., and Metz, D.E. (2015). Introduction to communication disorders: A lifespan evidence-based perspective, *5th ed.* Upper Saddle River, NJ: Pearson Education, Inc.
ISBN: 9780133783711



D. ASSIGNMENTS, DUE DATES AND GRADING PLAN (tentative)

1. Grading: A point system will be used for grading of all examinations/presentations. The final grade will result in a letter grade that conforms to Queens College standards.

2. Weighting of course components:

a. Group Work: Discussion and Case Study Worksheets 25%
(Assessment/Intervention, Voice, Artic/Phonology, Swallowing, AAC)

b. Individual Work: Two Fluency Video Reflections 5%
Write two separate reflections, one per video. Max 2 pages for each reflection.
Reflect on how the video impacted your view of assessment and treatment of people who stutter. Give specific examples from the video.

c. Group Work: MSD Chart Assignment 5%
Create a chart for the seven types of dysarthria (flaccid, spastic, UUMN, ataxic, hypokinetic, hyperkinetic, and mixed) and apraxia of speech detailing how the disorder impacts on the speech subsystems: respiration, phonation, articulation, resonance, prosody, fluency.

d. Midterm Exam (Fluency, Neurogenic Speech, and Voice Disorders) 25%

e. Final Exam 25%
(Disorders of Articulation/Phonology, Cleft Lip/Palate, Swallowing, AAC)

f. Clinical Observation Summary 15%
The student will provide a summary of two sessions of two different individuals observed (four pages max.). Papers should include the following information with the *following headings*:

- **Background information:** Provide details of the therapy setting, clinician name, and description of the client. (Remember HIPPA regulations—only provide the general age and speech profile/difficulty of the client receiving therapy.)
- **Objectives/goals:** What was the client asked to do in the therapy session?
- **Procedures:** What therapeutic techniques and/or activities did the clinician use? What feedback was provided?
- **Client's response:** How did the client respond to the therapeutic activities?

It is required to provide specific examples of what you observed during the session!

Clinical Observation:

Thirteen observation hours of **speech** therapy will be completed during the semester. Eight of those hours will be scheduled at the QC Gertz Clinic (both live and video observations), and others may be scheduled at an outside facility under the supervision of an ASHA certified clinician. **Start early in the semester to make contacts for outside observations!** Be sure to keep track of your hours and obtain your supervisor's signature. You will **submit a copy of this log** (not the original) to the professor *before* the **last class meeting**.

General Guidelines for Written Assignments:

- For all written assignments use 12-point font. Double-sided printing and single-spacing is permitted, if preferred. Most importantly, you must adhere to any page limits specified or points will be deducted.
 - For group work, one final product should be handed in. **At the top of the first page, list each student's full name in alphabetical order of last names, and each student's contribution to the assignment.** Each student in a given group should proofread the full document before handing it in.
3. **Class activities** will include *rich discussions, reflections, and free-writes* sharing what you are learning, *collaborative exercises* encouraging critical-thinking of the subject matter and case studies, viewing of *videos* about the content that you are learning, *assignments* and *examinations*.
 4. Class **participation** and **timely attendance** is expected.
 5. On examination and presentation days absences are **unexcused**. However, arrangements for a make-up exam will be given only with a clearly detailed physician's note of illness, including date of illness and its impact on your ability to take the exam. The student must contact the professor within one day of the missed exam in order to arrange scheduling the make-up exam for that week. If not, a grade of zero will be given.

E.FIELDWORK REQUIREMENTS

You will be expected to keep up with both the **readings** and **CD** viewings weekly. Additionally, **videos/DVD** will be placed on Reserve in the Library for your viewing at various times throughout the semester.

F.UNIVERSITY STATEMENT ON ACCOMMODATIONS OR ADAPTATIONS NEEDED

If you are a qualified student with a disability seeking accommodations under the Americans with Disability Act, you are required to self-identify with the Office of Disability Services. Please see me at the end of the first class for special arrangements, seating and other accommodations if necessary.

G.UNIVERSITY STATEMENT ON ACADEMIC HONESTY AND INTEGRITY

You are expected to behave with the highest level of academic integrity. Queens College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The college is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Queens College Academic Integrity Procedures.

Plagiarized work or any assignment not done fully by the student, e.g. tutorial assistance, will automatically receive a grade of zero. The instructor reserves the right to use commercial and non-commercial devices, e.g. Turnitin.com, to prevent and detect some forms of plagiarism. Please see the Queens College Webpage for further details as to the standards of academic honesty expected. Classroom behavior that interferes with the professor's ability to conduct the class or ability of students to benefit from instruction will not be tolerated. ***All beepers and cellular phones should be turned off while class is in session.***

You are expected to come to class prepared---this means having read and studied the assigned chapters before class. By having prepared in this manner, you will be able to maximize your time spent in class.

H.MENTAL HEALTH

It is often difficult to balance the many aspects of life, e.g., school, family, work, etc. Your mental health is important. Queens College's Counseling Services Department, located in Frese Hall (1st floor; Enter through the back door closest to Klapper and Kiely Hall), offers free and confidential services aimed to enhance students' academic, intellectual, personal, and social growth. For more information, please visit their website at: <https://www.qc.cuny.edu/cs/> or contact them at: CounselingServices@qc.cuny.edu or 718-9975420.

I. COURSE TOPICS/ READINGS (tentative)

*You are expected to follow the syllabus schedule to **keep up with assigned class readings prior to lectures.**

NOTE:

Due to the clinical application nature of this course, **approx. 50% of the classes** will be independent/group work of **graded out-of-classroom clinical case study assignments/work/reflections** integrating and applying the information learned in lectures.

All written assignments should be submitted under BB’s Assignment tab at the end of the class meeting time on the due date given.

Date: Tuesdays	Topic	Readings	Date: Thursdays	Topic	Readings
			1/26:	<i>VIRTUAL CLASS: *Introduction and Course Objectives video/audio powerpoint on BB <u>On BB Discussion:</u> *Post your Introduction and *Create/sign up for groups*</i>	Chapters 2-3 (review)
1/31:	Fluency Disorders	Chapter 7	2/2:	<i>VIRTUAL CLASS: Assessment and Intervention Discussion Questions</i>	
2/7:	Fluency Disorders (cont.) <u>DUE:</u> Assessment and Intervention Assignment	Chapter 7	2/9:	<i>VIRTUAL CLASS: Fluency Video #1: Transcending Stuttering AND Fluency Video #2: Going with the Flow-- Reflection At-home assignment (see description on page 2 in the syllabus)</i>	

2/14:	Motor Speech Disorders	Chapter 10	2/16:	<i>VIRTUAL CLASS: Individual MSD Chart Assignment (see description on page 2 in the syllabus)</i> <u>DUE:</u> Two Fluency Video Reflections (2 pages each)	
2/21: NO CLASS!	Classes follow a Monday schedule		2/23:	<i>VIRTUAL CLASS: Individual MSD Chart Assignment (cont.) (see description on page 2 in the syllabus)</i>	
2/28:	Motor Speech Disorders (cont.)	Chapter 10	3/2:	<i>VIRTUAL CLASS: Individual MSD Chart Assignment (cont.) (see description on page 2 in the syllabus)</i>	
3/7:	<i>VIRTUAL CLASS: Voice Disorders Case Studies</i> <u>DUE:</u> Independent MSD Chart Assignment		3/9:	The Voice and Voice Disorders	Chapter 8
3/14:	The Voice and Voice Disorders (cont.)	Chapter 8	3/16:	<i>VIRTUAL CLASS: Voice Disorders Case Studies</i>	
3/21:	*MIDTERM EXAM * (Fluency, Motor Speech Disorders, and Voice Disorders)		3/23:	<i>VIRTUAL CLASS: Articulation and Phonology Case Studies</i> <u>DUE:</u> Voice Disorders Case Studies Assignment	

3/28:	Speech Sound Disorders: Articulation and Phonology	Chapter 9	3/30:	<i>VIRTUAL CLASS: Articulation and Phonology Case Studies</i>	
4/4:	<i>VIRTUAL CLASS: Disorders of Articulation and Phonology AND Cleft Lip & Palate—AUDIO POWERPOINTS</i>		4/6:	SPRING BREAK!	
4/11:	SPRING BREAK!		4/13:	SPRING BREAK!	
4/18:	Disorders of Swallowing	Chapter 11	4/20:	<i>VIRTUAL CLASS: Swallowing Case Studies</i>	
4/25:	Disorders of Swallowing (cont.) <u>DUE:</u> Articulation and Phonology Case Studies Assignment	Chapter 11	4/27:	<i>VIRTUAL CLASS: Swallowing Case Studies</i>	
5/2:	Augmentative and Alternative Communication (AAC) <u>DUE:</u> Swallowing Case Studies Assignment	Chapter 13	5/4:	<i>VIRTUAL CLASS: AAC Case Studies</i>	
5/9:	AAC <u>DUE:</u> AAC Case Studies Assignment <u>DUE:</u> Clinical Observation Summary	Chapter 13	5/11:	<i>VIRTUAL CLASS: AAC Case Studies</i>	
5/17-5/22 (TBD)	FINAL EXAM (Artic/Phonology, Cleft Lip/Palate, Swallowing, AAC) <u>DUE:</u> Copy of Clinical Observation Log with Supervisor signature				

Have a successful semester!